

CROSSWELL DRIVE ELEMENTARY

301 Crosswell Drive
Sumter, SC 29501

GRADES K-5 Elementary School

ENROLLMENT 582 Students

PRINCIPAL Robert Craig Washington 803-775-0678

SUPERINTENDENT Zona W. Jefferson, PhD 803-469-8536

BOARD CHAIR Mr. Bobby L. Matthews 803-773-6080

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	7	56	30	2

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

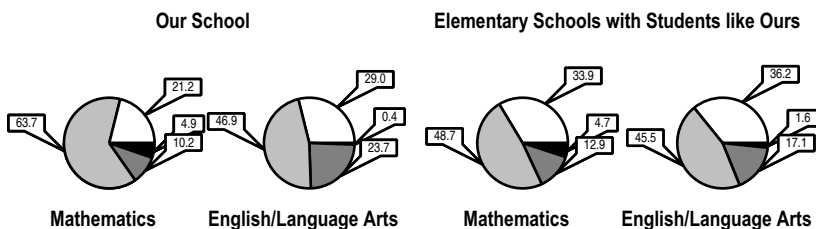
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	46	74	53
Percent satisfied with learning environment	70.5%	75.3%	76.9%
Percent satisfied with social and physical environment	72.7%	59.2%	78.8%
Percent satisfied with home-school relations	15.6%	82.2%	78.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	265	100.0	29.0	46.9	23.7	0.4	24.1	17.6
Gender								
Male	141	100.0	33.3	45.0	21.7	N/A	21.7	17.6
Female	124	100.0	24.1	49.1	25.9	0.9	26.7	17.6
Racial/Ethnic Group								
White	49	100.0	20.0	35.6	44.4	N/A	44.4	17.6
African-American	212	100.0	31.1	49.5	18.9	0.5	19.4	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	225	100.0	26.4	46.2	26.9	0.5	27.4	17.6
Disabled	40	100.0	43.2	51.4	5.4	N/A	5.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	265	100.0	29.0	46.9	23.7	0.4	24.1	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	264	100.0	28.7	47.1	23.8	0.4	24.2	17.6
Socio-Economic Status								
Subsidized meals	220	100.0	32.8	45.8	20.9	0.5	21.4	17.6
Full-pay meals	45	100.0	11.4	52.3	36.4	N/A	36.4	17.6

Mathematics								
All students	265	100.0	21.2	63.7	10.2	4.9	15.1	15.5
Gender								
Male	141	100.0	19.4	64.3	10.9	5.4	16.3	15.5
Female	124	100.0	23.3	62.9	9.5	4.3	13.8	15.5
Racial/Ethnic Group								
White	49	100.0	13.3	66.7	13.3	6.7	20.0	15.5
African-American	212	100.0	23.0	62.8	9.7	4.6	14.3	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	225	100.0	16.8	65.9	11.5	5.8	17.3	15.5
Disabled	40	100.0	45.9	51.4	2.7	N/A	2.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	265	100.0	21.2	63.7	10.2	4.9	15.1	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	264	100.0	20.9	63.9	10.2	4.9	15.2	15.5
Socio-Economic Status								
Subsidized meals	220	100.0	24.4	62.2	9.5	4.0	13.4	15.5
Full-pay meals	45	100.0	6.8	70.5	13.6	9.1	22.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	99	N/A	29.9	45.4	24.7	N/A	24.7
	Grade 4	86	N/A	24.4	58.1	17.4	N/A	17.4
	Grade 5	88	N/A	37.2	58.1	4.7	N/A	4.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	94	100.0	19.5	35.6	43.7	1.1	44.8
	Grade 4	80	100.0	22.2	62.5	15.3	N/A	15.3
	Grade 5	91	100.0	44.2	45.3	10.5	N/A	10.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	99	N/A	40.2	47.4	9.3	3.1	12.4
	Grade 4	86	N/A	44.2	36.0	12.8	7.0	19.8
	Grade 5	88	N/A	40.2	52.9	6.9	N/A	6.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	94	100.0	16.1	57.5	18.4	8.0	26.4
	Grade 4	80	100.0	19.4	72.2	5.6	2.8	8.3
	Grade 5	91	100.0	27.9	62.8	5.8	3.5	9.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 582)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	6.2%	Up from 5.6%	3.4%	2.4%
Attendance rate	96.4%	Down from 96.7%	95.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	3.2%	Down from 4.7%	6.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.2%	Down from 10.9%	8.5%	8.0%
Older than usual for grade	3.3%	Down from 4.4%	2.4%	1.1%
Suspended or expelled	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 44)				
Teachers with advanced degrees	31.8%	Up from 27.7%	45.8%	50.0%
Continuing contract teachers	77.3%	Down from 78.7%	81.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	83.3%	Up from 78.6%	82.7%	86.2%
Teacher attendance rate	94.4%	Down from 94.7%	94.3%	95.3%
Average teacher salary	\$35,632	Up 2.4%	\$39,111	\$39,909
Prof. development days/teacher	18.0 days	Up from 5.0 days	13.0 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	17.3 to 1	Down from 17.7 to 1	17.3 to 1	18.9 to 1
Prime instructional time	85.8%	Down from 90.4%	87.9%	89.7%
Dollars spent per pupil*	\$5,128	Up 1.8%	\$6,175	\$5,892
Percent spent on teacher salaries*	68.2%	Up from 66.5%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Crosswell Drive Elementary School is to meet the needs of the whole child by preparing innovative, diverse, and successful learning opportunities in a safe and positive environment that is facilitated by staff, community, and home cooperation.

Last school year, the staff of Crosswell Drive continued to grow professionally as we strived for academic excellence. Our school has experienced an increase in parental support, progress in technology, improvements in test scores, and increased available opportunities for students. The following highlights our progress:

Our school was able to acquire additional computer software to assist students academically in math, reading, writing, and language arts.

Our school has two computer labs to meet the technological needs of our students.

Small group instruction, level texts, literature circles, math manipulative and centers were encouraged and provided to students as instructional strategies and tools.

CDE received grants such as the one from Aloin Science & Technology for field trips to provide students with hands-on experience.

Parent workshops are provided to parents regularly in technology, math, reading and improving parental skills.

CDE was selected to participate in the South Carolina SIC program which consists of a behavioral and reading component.

Organizations such as the Cub Scouts of America, Technology Club, CDE Children's Choir, CDE Book Club, CDE Special Ringers, Student Government Association, Yearbook Club and many others provided students with additional opportunities and experiences to further enhance their learning.

We are very pleased with our progress thus far and feel confident that we will continue to grow. The staff of Crosswell Drive believes that a quality education is the key to a successful future. It is our goal to provide an opportunity for every child to receive a quality education in an environment that is conducive to learning. With continued support from parents, community, and the school district, we will be successful in our endeavors.

Sincerely,
Robert Craig Washington, Principal
Crosswell Drive Elementary School

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.